# Adult Education CBO Directors' Meeting February 19, 2009

# **USOE** room 241

#### Welcome

The topics of discussion will be:

- Cost per student
- AEFLA Competition
- Funding Formula Yr 2
- Inventory Policy
- UTopia
  - SSID Numbers
  - Entering Test Scores
- Other

#### **Legislation:**

Legislative issues have been challenging. We have taken cuts and are looking at more cuts in the next fiscal year. Whatever happens with our state funds affects our federal funds due to the maintenance of effort clause. We will be using the in-kind and other funds as the maintenance of effort. We have used state funds in the past, but as the state funds will be lower, we will need to use other funding sources or in-kind support. Bear in mind that whatever percentage of effort you list you cannot go below that percentage. I would recommend reporting only at 25%.

Federal stimulus is not something that adult education can rely on.

Adult education has seen a 27% increase in enrollment in the past year. As a state office, we cannot speak to the legislative issues; however, you as community based organizations are not tied to the same requirements. Speak with your representatives, with the education appropriations committee, and let them know how important adult education is. It may be a second chance program for some, but for many it is a first chance program.

# **Funding Formula:**

We are not opening a new competition for this coming year due to uncertain times. However, we will be implementing a funding formula. To detail a funding formula we must ask ourselves, "What is adult education?" Any comments?

- Capacity building
- Older adults to communicate in society
- English language for self sufficiency
- Progress higher education
- Empowerment
- Community participation
- Employability
- Hope/opportunity—American Dream/tangible
- Strengthening families
- Financial stability
- Investment
- Human capital
- Self-directed/with advocacy

#### "What is literacy?"

- Read
- Write
- Communication
- Math
- Empowering
- Independence
- Opportunities
- Making of families employment
- Self-sufficiency
- "Stop the flow"
- Leadership in the family
- And within community.

## "How do you measure these?"

- Anecdotal
- Test scores
- Observation
- SEOP goals
- Contact hours
- Children's teachers
- Student retention
- Progression within the levels
- Functional gains
- Continue in education
- Improvement in: reading, writing, math, and English

A program analysis was handed out. Marty walked CBO Directors through the analysis. Katie asked how we can compare when some programs have to pay for space and utilities. Marty said that each grantee can only use 5% of the grant for administrative costs and that levels the playing field as every program should be using 95% for student services which is reflected on the table in the dollar amount per outcome. A question was posed to the programs, "Is the bottom line that this grant is not the right grant for you?" The grant specifies a program must maintain 20 people.

Grants in the past have been more flexible. If you were awarded the grant one year, you got the grant the next year. We implemented desk auditing last year. We have not held CBOs accountable for the funds in the past. USOE does value the intangibles but we have to look at the black and white numbers.

Request—how are the programs doing in UTopia?

Anecdotal and narrative responses do not count towards measureable goals with federal funds.

Kate: When you have many different funding sources, sometimes the anecdotal and narratives do count.

The following was provided for discussion.

12 hr pre &	Level	one level	%	Hours and	% of total
post		gain		pre	that
Enrollee				participants	completed
212	ABE 1	159	75%	1546	10
359	ABE 2	232	65%	3190	7
301	ABE 3	195	65%	3103	6
258	ABE 4	131	51%	3508	4
391	ESOL 1	265	68%	2803	9
143	ESOL 2	118	83%	840	14
283	ESOL 3	197	70%	1309	31
283	ESOL 4	169	59%	1312	13
190	ESOL 5	81	43%	995	8
82	ESOL 6	6	7%	597	1

We need to create a funding formula for CBO's. We want the funding formula to meet the needs of CBOs now and in the future. Districts have gone through this process. Pieces for CBO directors to discuss:

- Should there be payment on progress within levels,
- Data matches with DWS for employment, with higher education for transition into postsecondary
- Base piece/contact hours

Wayne Mifflin to lead discussion

#### Initial thoughts

- Like the idea of base. It takes a certain amount of money to open the doors
- Program review quarterly to watch progress for end of year reimbursement.
- What categories should we include in a funding formula?
  - Districts have:
    - base
    - Level gains
    - Enrollees
    - Credits
    - GED/Diploma
    - Contact hours

CBOs cannot qualify for GED/Diplomas.

## Initial Ideas for funding level

- Level gains/progress
- Contact hours
- Participants
- Enrollees
- Employment?
- Most in need
- Per pupil unit cost

Suggestion: Group goal that whole group of CBOs is rewarded if goal is met.

Suggestion: Can each program choose an individual goal?

Comment: Do not like employment in the funding formula. Each area has different employment

opportunities.

Suggestion: (Marilyn) Can't we choose what we want to get rewarded on? If we choose to serve

handicap or poverty level persons?

Vote to consider what remains in discussion.

#### Results:

- Level gains required no vote allowed
- **2**-Most in need
- **8**-Base
- **9**-Progress within level
- **10-**Contact hours
- **10**-Participants
- **10**-Enrollees
- **3-**Employment
- **3**-Per pupil unit cost
- Striking out: most in need, employment, per pupil cost

Start with base: Do we have a base flat across the board regardless of outside issues, or is the base graduated by number of students in program?

## **New Grant Applications:**

Program year 09-10 applications will be available soon; after March 24 meeting. They will be an online application. These applications can be saved and worked on in stages. Remember to save the document using the save as button before you submit the document using the submit button. It will not automatically save. CBOs will need to attach MOUs and letters of agreement.

USOE strongly encourages you to make the most of your funding. Consider partnering with districts or other CBOs.

#### **UTopia**

When partnering with districts, remember to identify which classes are your classes, i.e. multidiscipline-ELC for a class in Cache.

Remember that you cannot teach to the test in Civics. Also remember that Citizenship is not a class. A student in a citizenship class must be enrolled in an ESL class.

Enter all non-instructional hours, counseling, SEOP, etc. for all students, even students that are not a fit for your program. Refer them to a more appropriate program. Enter all the demographics, but maybe not enter the test and have the next program re-test and enter that information into the comments area.

Remember to enter **all** tests. A problem that we have seen is that the student has a post-test but does not make a level gain, so that test is not entered. That needs to be entered. This starts the time between tests over and it can be used as a diagnostic as to why this student is not making progress.

Another finding is non-participants. USOE looks at the enrollees, participants, and non-participants. Non-participants are students who have demographics entered but no contact hours connected to them. A question we ask ourselves is, "Why does the program have non-participants?" One reason is they are roll over students that did not return and have not been dropped from your program. They could be students that have graduated and have not been separated. Programs will need to verify who these students are and to drop them if necessary.

We have also noticed that students are being entered into two classes at the same time, on the same day at different locations. A student cannot attend those two classes on the same day. A period that is 3 hours long can have up to 12 hours entered if listed as a multi-discipline class. However we need to know if the teacher there for that time period.

Kate: I sometimes get a student who has been "touched" before. I print off the pre-filled SEOP and it says that there is an electronic signature. The few that I have checked the electronic signature is not actually there. The code that says that it is electronically signed may need to be removed, because the signature is not there.

GED testing has changed. 16 year olds are now able to take this test. If the student has no inclination to stay with your program, but just wants to prep for the GED, charge them a fee. Please start gathering SSID numbers from incoming young students. This is the student id number given by school districts. It is found on their transcripts and the students may also know it.

#### **Property Inventory**

This is not a new requirement but we are now going to formalize the requirement with this document. As you are in the middle of a 2-year grant, please list all equipment purchased with AEFLA funds from last year and this coming year.

#### **BEST Calibration**

We are putting together a meeting for re-calibrated on March 20. Please get with Becky Peters if you have people that need to be re-calibrated. Please let us know if there are trainers initially trained that are no longer with your program so we can take their name off the list.

# **BEST Training March 13**

This training is for those needing BEST training. This is licensing training for new people or people who have not yet been trained.

USOE is considering TABE training this summer with youth in custody. Please keep that in mind for your program.

Ronda requested a list of those in the respective programs who are BEST tested. Wayne remembered that the State office was to send that list along with the TABE testers yearly.

Thank you and dismiss.